Christ Church C of E School Formative Assessment Policy

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

What is Formative Assessment?

Assessment for learning is an ongoing, professional judgement which is consistently applied by noting progress in relation to learning objectives.

Why is this important?

- Research for a long time has placed a high value on day to day formative assessment that does not rely heavily on the collection of data

- Pupils take more responsibility for their achievements by encouraging them to reflect on their own progress, understand what their strengths are and identify what they need to do to improve

- Assessments need to be tied directly with our schools curriculum

- There needs to be a continuous cycle of teaching and assessment

- It is important that pupils should achieve a secure and deep understanding of whole curriculum before moving onto new content

The Principles of Formative Assessment

Formative assessments should:

♦ enable individual pupils to make progress in their learning

♦ relate to shared and agreed learning objectives and success criteria

♦ be underpinned by confidence that every child can improve

♦ help all pupils to demonstrate what they know, understand and are able to do

♦ help inform reliable judgements about how learners are performing, related, where appropriate, to national standards

♦ involve both teacher and pupils reviewing and reflecting upon assessment information

♦ provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these

♦ enable teachers to plan more effectively

♦ provide us with information to evaluate our work, and set appropriate targets at whole- school, class and individual pupil levels

♦ enable parents to be involved in their child's progress

♦ Identify children who are falling behind and find ways of supporting them through early intervention

Questions we need to think about before assessing formatively:

- What will this assessment tell me about pupils knowledge and understanding of this topic, concept or skill?

- How will I communicate the information I gain from assessment to pupils to help them understand what they need to do to improve?

- How will I ensure I am being inclusive to all abilities?

- How will my planning and teaching need to change as a result of what I have learned from my assessment?

- How can I record this?

Techniques for formative assessment

Day to Day formative assessment should be dynamic and constantly evolving feedback is given to the whole class, groups and individuals, which recognises their positive achievements and highlights the next steps.

We use techniques such as:

- Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.

- Teacher and children co-constructing success criteria (what a good piece of work would look like)

- Questioning and answering during class

- Observational assessment

- Scanning work for pupil attainment and development

- Discussion and feedback VF (verbal feedback)

- VS (visualiser stop) work up on screen for editing

- Quizzes and tests

- Regular short recap quizzes

- Reviewing work

- SA (Self assessment Coded SA) Children self assess and improve their own work with reference to the success criteria. Children need to be trained in how to peer and self –assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

- CI (cooperatively improved) Both children read and discuss one of their pieces together (not swapping books). The child whose work it is has control of the pen and ultimate say. Together they decide on the best examples, reasons are given and underlined. Together, they should talk and agree about improvements which are made, there and then, using the 'polishing pen'.

- Marking of pupils work

- Teacher comments would be the last piece in the process. They need to provide specific comments about current quality, cause further thinking, justifications and move the quality level forward by demanding an additional response.

- The 'Pink to make you think' and 'Go Green' highlighter system

- Excellent work = Green

- Work requiring improvement = Pink

- Gap Task – moving learning on

- Parent- Teacher and Child learning conversations held termly

Also see marking and feedback policy and data and assessment policies.

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